

**HIGH SCHOOL
MODERN AND CLASSICAL
LANGUAGE PROGRAM
ASSESSMENT
SUBMISSION GUIDE
2010–11**

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INTRODUCTION

Ever since the Education Oversight Committee approved the high school program assessment in 2006, a common basis for professional dialogue has begun on performance-based instruction and assessment as well as on professional development that supports teachers in their implementation of the standards.

The program assessment is based on five criteria that are fully developed in this Submission Guide:

Criterion	Point Values
1	1 point
2	3 points
3	3 points
4	3 points
5	1 point

Schools receive ratings of "excellent," "good," "average," "below average," "at-risk" or other designations chosen by the Education Oversight Committee. The program assessment is based on a rubric that rates five weighted criteria on an eleven-point scale.

Scoring Scale
10-11 pts. = Excellent
8-9 pts. = Good
6-7 pts. = Average
4-5 pts. = Below Average
3-0 pts. = At-risk

One-fourth of the state's high schools will be evaluated each year beginning in 2007–08. The order of rotation was set during the first year by random selection of schools based on school size as determined by the High School League. Any school with a rating of below average or at-risk will have the option of re-evaluation the following year.

FACILITATOR OVERVIEW

This guide contains instructions and templates to assist the facilitator in organizing the documentation that each high school will submit for its evaluation in 2010-11. The parts in blue indicate additions or clarifications to the 2009-10 guide. These templates are designed to ensure that you submit all the evidence for each criterion. While use of these templates is not required, evaluators will look for evidence of all of the elements of the templates. They are designed to provide consistency and to facilitate collaboration among modern and classical language educators throughout the state.

Refer to http://www.ed.sc.gov/agency/offices/cso/foreign_language/ Web site for all information concerning the program assessment.

Submission Procedures

Submit

- three CDs or three flash drives of the electronic versions. All documents must be formatted in Microsoft Word
- All CDs and flash drives must be labeled with the school's name. CDs must be labeled on the actual disc, not just the sleeve.
- Submission of one hard copy in no more than two three-ring binders is optional.
- **No hand-written documents will be accepted.**
- Documents not submitted in the required formats as explained below will not be evaluated and the school will receive an at risk rating.
- No CDs, flashdrives or binders will be returned. Make copies.

CDs or FLASH DRIVES	BINDER OPTIONAL
Organize documentation under the appropriate criterion section. See screen shot of folders on page 2. Use folders named Criterion 1 Criterion 2 Criteria 3-4 Criterion 5 <u>Scanned Assurance Forms</u> <ul style="list-style-type: none"> • Teachers' Assurance Forms • Principal's Assurance Form • Facilitator's Assurance Form 	Organize documentation under the appropriate criterion section. Use tabbed dividers labeled Criterion 1 Criterion 2 Criteria 3-4 Criterion 5 <u>Original Assurance Forms</u> <ul style="list-style-type: none"> • Teachers' Assurance Forms • Principal's Assurance Form • Facilitator's Assurance Form

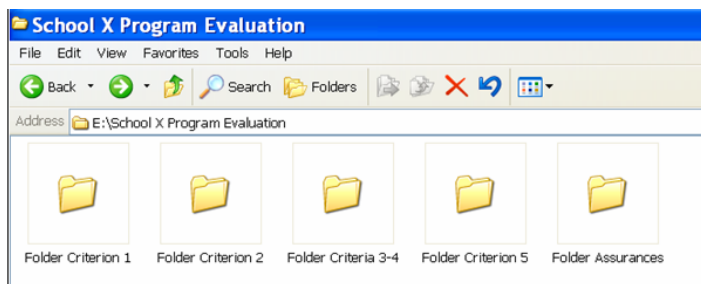
Mail all binders and CDs or flash drives with tracking means such as UPS, FedEx, or USPO priority mail delivery confirmation no later than March 1 of the submission year to: Margaret Young

High School Program Assessment Evaluation Coordinator
120 Live Oak Lane
Barnwell, SC 29812

SCREEN SHOT OF ELECTRONIC SUBMISSION

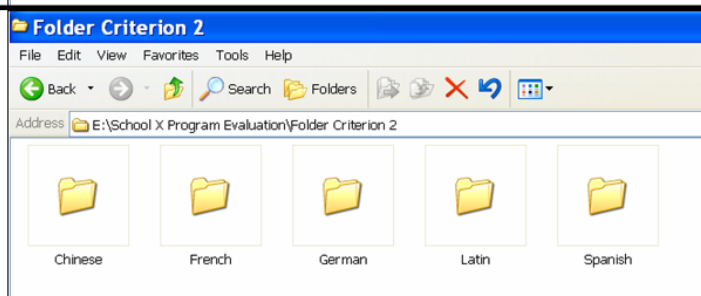
Step 1

Create five main folders.
Label them as shown here.



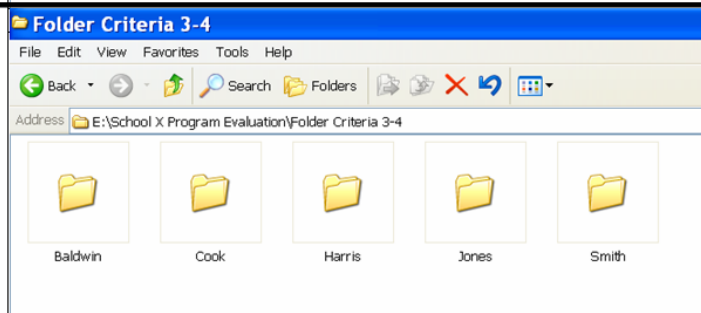
Step 2:

Within “Folder Criterion 2”,
create one folder per language
offered for curriculum
documents and authentic
written and oral texts.



Step 3:

Within “Folder Criterion 3-4”,
create one folder per teacher
for lesson plans and
performance-based interim
assessments.



**HIGH SCHOOL
MODERN AND CLASSICAL LANGUAGE PROGRAM ASSESSMENT
CRITERIA SPECIFICATIONS**

Criterion 1	Evidence Evaluators Expect to Find
1. Every student is given the opportunity to study at least one modern or classical language.	<p>The published school program of studies or program guide shows availability of modern or classical language study for every student, except for</p> <ul style="list-style-type: none">• diploma-track students whose Individualized Education Program (IEP) excludes a modern or classical language, and• students not on a diploma track.

Submit the section of the school’s program of studies or program guide that refers to the enrollment policy for modern and classical language courses in the school’s program assessment [documentation](#). The language enrollment policy must be clearly defined and highlighted or labeled in the document submitted.

HIGH SCHOOL MODERN AND CLASSICAL LANGUAGE PROGRAM ASSESSMENT CRITERIA SPECIFICATIONS

Criterion 2	Evidence Evaluators Expect to Find
2. The curriculum is articulated, standards-driven and performance-based. Study of a modern or classical language is continuous, with a smooth and logical progression from one course to the next.	<p>The curriculum for all language courses is aligned to the indicators of the <i>South Carolina Academic Standards for Modern & Classical Languages</i> and includes</p> <ul style="list-style-type: none"> a. program philosophy and assessment practices that show how the unit IPAs and interim performance assessments are integrated into each grading period. b. units of instruction for each course, except Advanced Placement, with all elements of the unit template. c. unit specifications that clearly support the integrated performance assessment tasks, the understandings and essential questions.

Submit the school's modern and classical language curriculum guides for all courses listed in the program of studies or program guide. Include the following:

- explanation of grading practices that demonstrate how interim performance assessments and integrated performance assessments are included in grades for each marking period.
- curriculum for each course including instructional units with elements of the corresponding integrated performance assessments **and authentic documents** (refer to unit template). **The authentic** written **or audio** text for each unit's interpretive task must be included. Oral texts must be submitted by a CD, flashdrive or a written transcription.
Web addresses alone are not sufficient.
- **Include the actual assessment for the interpretive task, not just a description.**
- **Submit all elements of each unit in a single folder. For example, authentic documents must be in the corresponding unit folder, not a separate folder.**
- pacing information (see unit template upper right-hand corner).
- updated course descriptions based on standards terminology (e.g. the three modes of communication).

HIGH SCHOOL MODERN AND CLASSICAL LANGUAGE PROGRAM ASSESSMENT CRITERIA SPECIFICATIONS

Criterion 3	Evidence Evaluators Expect to Find
3. Instruction is standards-driven. It supports the goals of language learning: Communication, Cultures, Connections, Comparisons, and Communities.	<p>Each language teacher submits two sequential lesson plans from one of the curriculum guide units that reference the indicators of the <i>South Carolina Academic Standards for Modern & Classical Languages</i> and include the elements of the lesson template and</p> <ol style="list-style-type: none"> learner tasks in at least two of the three modes of communication (interpersonal, interpretive, and presentational) in both lessons. application of the elements of the culture triangle (product and its perspective; practice and its perspective) in at least one of the two lessons. connections to other disciplines within the school curriculum, acquiring information through the target language; or comparisons into the nature of language and culture in at least one of the two lessons

Submit two sequential lesson plans from each modern and classical language teacher in the school, full or part-time. Evaluators will award no points if all teachers do not submit lesson plans.

- Arrange lesson plans by teacher. Include the corresponding interim performance assessments as required for Criterion 4 here.
- Include the teacher's name in the top right corner of each lesson plan.
- A teacher's set of lesson plans must be sequential and come from a single unit.
- No two teachers may submit plans for the same lessons.
- Submit all lesson plans in the same format. Make sure that all elements of the standards-based lesson plan template are included.
- Each teacher's set of plans must include two of the three modes of communication (interpersonal, interpretive, and presentational) and be clearly labeled as indicated on the lesson plan template.
- Each teacher's set of plans must include application of the culture triangle (product and/or its perspective and practice and its perspective.)
- Each teacher's set of plans must include evidence of either the Connections or Comparisons goal.

HIGH SCHOOL MODERN AND CLASSICAL LANGUAGE PROGRAM ASSESSMENT CRITERIA SPECIFICATIONS

Criterion 4	Evidence Evaluators Expect to Find
4. Assessment is standards-driven. Effective methods for assessing student progress are developed and implemented.	<p>Interim performance assessments are consistent with the indicators of the <i>South Carolina Academic Standards for Modern and Classical Languages</i>, correspond to the submitted lesson plans and</p> <ol style="list-style-type: none"> Interim performance assessments are performance-based; include performance-based scoring rubrics; and reflect variety.

Submit two **sequential** interim performance assessments from each modern and classical language teacher in the school. Evaluators will award no points if all teachers do not submit interim performance assessments.

- **Each teacher's lesson plans and interim performance assessments must be submitted in the same folder.**
- Since interim performance assessments are submitted with their corresponding lesson plans under Criterion 3, do not include them here.
- Include the teacher's name on each interim performance assessment (see elements of the interim performance assessment template).
- No two teachers may submit the same interim performance assessments.
- Each teacher submits two interim performance assessments that directly prepare students for the corresponding integrated performance assessment of one of the units submitted for Criterion 2.
- Each teacher's set of interim performance assessments must be performance-based in order to receive credit.
- Address all of the elements of the interim performance assessment template.
- Do not submit actual student work.
- Each teacher's set of interim performance assessments must be performance-based in order to receive credit.
- Each teacher's set of interim performance assessments must include appropriate performance-based scoring rubrics in order to receive credit.
- Each teacher's set of interim performance assessments must reflect variety by including an interpersonal and presentational assessment in each set of interim performance assessments.

HIGH SCHOOL MODERN AND CLASSICAL LANGUAGE PROGRAM ASSESSMENT CRITERIA SPECIFICATIONS

Criterion 5	Evidence Evaluators Expect to Find
5. The school provides opportunities for modern and classical language teachers to participate in ongoing professional development to improve language and cultural proficiency, classroom instruction and student assessment.	Each teacher provides documentation of participation in at least five hours of professional development specifically designed for modern or classical language teachers during the thirteen months before the submission date.

Submit professional development documentation for each modern and classical language teacher in the school. See elements of the professional development template log.

Arrange professional development logs alphabetically by language and last name under Criterion 5.

Professional development opportunities include but are not limited to:

- Modern and Classical Language (MCL) [Teaching and Learning Language Collaborative \(TLLC\)](#) ETV broadcasts
- MCL professional conferences
- MCL workshops
- MCL district or state workshops [designed for world language teachers](#)
- MCL specific coursework ([not ESOL courses](#))
- Study abroad ([university credit only](#))
- Immersion opportunities in the [US](#)

May not be included as professional development:

Textbook Adoption Committee

[School/teacher exchanges](#)

For the purposes of the program assessment appropriate professional development is defined as opportunities for teachers to develop skills in

- performance-based curriculum and assessment in modern and classical languages,
- strategies for delivering performance-based instruction, in modern and classical languages,
- the use of the target language, and
- the use of authentic materials.

UNIT PLAN FOR MODERN LANGUAGES

SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

School Name _____

Context for the Integrated Performance Assessment

The context places the student in a real-world situation that gives purpose to the following three interrelated tasks.

Self-Assessment Checklist

The authentic listening or reading selection has been determined before developing the interpretive task. A copy is submitted with the unit. ☐

Interpretive Task

- a listening or reading task using authentic materials. This task sets the stage for the assessment and activates background knowledge. The student uses this information in the other two tasks.

Self-Assessment Checklist

The listening or reading selection was created by native speakers for native speakers. ☐

The selection lays the foundation for the other two tasks. ☐

The students have not previously heard or read the selection. ☐

The assessment for the authentic text is attached. ☐

Interpersonal Task

- an interactive task that requires students to exchange and gather information that one or the other may not have, either through one-to-one interaction or in small groups. Together, students must negotiate meaning spontaneously to meet the requirements of the situation.

Self-Assessment Checklist

The task is one that requires students to

- ask and answer questions in order to solve a problem, gather information or make decisions. ☐

- communicate exclusively in the target language. ☐

- perform without rehearsing. ☐

In assessing this task the teacher recognizes that communication is the primary goal. Grammar and pronunciation are less important than the message. ☐

UNIT PLAN FOR MODERN LANGUAGES SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

Presentational Task

Using information obtained during the previous tasks, the student creates an oral or written presentation that brings the real-world situation to a logical conclusion.

Self-Assessment Checklist

The task is one in which the student works independently of the teacher to create a final product. ☐

The product is directly related to the other two tasks. Independent work is defined as work done in class solely by the student without teacher or peer assistance. ☐

The product is one that can be completed in a one ninety or two fifty-minute class periods. ☐

Emphasis is on the quality of language production rather than on graphics. ☐

Students may have access to a dictionary, the textbook or class notes to polish the presentation.
Internet resources are not appropriate for this final task. ☐

Oral presentations are not read-aloud versions of written presentations. Students may use graphic organizers or visuals to support their oral presentations. Student notes, captions, or PowerPoint serve only as prompts. ☐

Written presentations are not intended to be read aloud/ for oral presentation. ☐

Although grammatical accuracy and correct pronunciation play a greater role here than in the interpersonal task, communication remains the primary focus. ☐

For more information, read the American Council on the Teaching of Foreign Languages' Manual *Integrated Performance Assessment*.

UNIT PLAN FOR MODERN LANGUAGES SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

<p>Unit Understandings Students will understand that...</p> <p>Understandings are insights into peoples, ideas, processes and situations that enable “transferability.” p. 84</p> <p>Chapter 4 of <i>Understanding by Design</i></p>	<p>Unit Essential Questions</p> <p>The essential questions are designed to focus on the big ideas of the unit. They are not answerable by a single response, but rather lead to inquiry and transfer by both the teacher and the student.</p> <p>Chapter 5 of <i>Understanding by Design</i></p>
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Please refer to *Unit Overview* on the State Department of Education Web site for all references to publications.

<p>Students will</p> <p>These statements describe what students are able to do by the end of the unit. These statements focus on what students can do in the language not what they know about the language.</p> <p><u>Self-Assessment Checklist</u></p> <p>The list demonstrates what students can do through a series of interim performance assessments and at the end of the unit through the three tasks of the integrated performance assessment. □</p>
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UNIT PLAN FOR MODERN LANGUAGES SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

South Carolina Academic Standards for Modern or Classical Languages

List of all the indicators addressed in the unit.

UNIT SPECIFICATIONS

Lexical Content	Support Structures	Resources and Materials	Instructional Strategies	Interim Performance Assessments
<p>List of vocabulary necessary for the Integrated Performance Assessments <u>Self-Assessment Checklist</u></p> <p>If the sample units are used, the vocabulary list is language-specific. <input type="checkbox"/></p> <p>If the units are developed by the school, the vocabulary list may be in English or language-specific. <input type="checkbox"/></p>	<p>List of grammatical items necessary for the Integrated Performance Assessments</p> <p><u>Self-Assessment Checklist</u></p> <p>If the sample units are used, the support structure list is language-specific. <input type="checkbox"/></p> <p>If the units are developed by the school, the support structure list may be in English or language-specific. <input type="checkbox"/></p>	<p>Tools used for instruction such as authentic spoken or written texts, Web sites, video clips, visuals, etc.</p> <p><u>Self-Assessment Checklist</u></p> <p>Each item listed clearly states title, source and necessary identifying information. <input type="checkbox"/></p>	<p>Techniques or approaches that exemplify best practices that promote student performance. See Examples of teaching strategies the SCDE Web site under standards support documents.</p> <p><u>Self-Assessment Checklist</u></p> <p>Each strategy listed describes teacher behaviors. <input type="checkbox"/></p>	<p>Periodic performance assessments that provide guided practice and lead students toward successful completion of the Integrated Performance Assessment</p> <p><u>Self-Assessment Checklist</u></p> <p>Each interim performance assessment listed is an incremental step towards 1 of the 3 IPA tasks of the unit:</p>

UNIT PLAN FOR MODERN LANGUAGES SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

				<ul style="list-style-type: none"> - interpretive - interpersonal - presentational <input type="checkbox"/> <p>Within the unit there are ample opportunities for interim performance assessments to prepare students for the 3 IPA tasks of the unit:</p> <ul style="list-style-type: none"> - interpretive - interpersonal - presentational <input type="checkbox"/>
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Include the [actual](#) assessment for the interpretive task, [not just a description](#).

Include rubrics for the interpersonal and presentational tasks.

See sample units on the South Carolina Department of Education Web site.

Please Note: a fill-in Word version of the Unit Plan Template is posted under Assessment Resources.

UNIT PLAN FOR LATIN SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

School Name _____

Context for the Integrated Performance Assessment

The context allows students to demonstrate their ability to interpret an authentic or adapted Latin text while also using the language orally and in writing to demonstrate their language learning. Adapted Latin texts are appropriate for levels 1 and 2, authentic texts should be used for levels 3 and beyond.

The context places the student in the ancient world and gives purpose to the following interrelated tasks.

Oral Task

- an oral task that requires students to use Latin orally to reinforce their subsequent interpretation of the written text, either through one-on-one interaction or in small groups. This oral task focuses on strengthening students' understanding of the written materials by activating prior knowledge particularly in regard to vocabulary. This can be considered a pre-reading class activity and not an assessment.

Self-Assessment Checklist

The tasks require students to use oral Latin by

- having them read selections of the passage aloud to practice correct intonation, pronunciation, and word groupings; ☐ or
- involving students in a question-and-answer activity about the passage in Latin with simple words and phrases in levels 1–2 and more complex phrases and sentences in levels 3–4 ☐ or
- restating sections of the passage in Latin to help student comprehension ☐ or
- relating the content of the text to other previously read passages or class content ☐ or
- facilitating discussions in Latin with the students about the readings in levels 3–4. ☐

UNIT PLAN FOR LATIN SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

Interpretive Task

- a reading task using authentic (or adapted) materials which requires the students to interpret the written text in a variety of ways. Students demonstrate their understanding of the text either in Latin or English depending on the specific task.

Self-Assessment Checklist

The reading selection has been determined before developing the interpretive task. A copy is submitted with the unit. ☐

The reading selection is an adapted text (levels 1–2). ☐

The reading selection is an authentic text ((levels 3–4). ☐

The reading selection lays the foundation for the presentational task. ☐

The students have not previously heard or read the reading selection. ☐

Presentational Task

- a task designed for students to create an oral or written presentation that demonstrates their ability to interpret or summarize the written materials.

Self-Assessment Checklist

The task is one in which the student works independently of the teacher to create a final product. ☐

The product is directly related to the other two tasks. Independent work is defined as work done in class solely by the student without teacher or peer assistance. ☐

The product is one that can be completed in a one ninety or two fifty-minute class periods. ☐

Emphasis is on the quality of language production rather than on graphics. ☐

Students may have access to a dictionary, the textbook or class notes to polish the presentation.

UNIT PLAN FOR LATIN SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

Internet resources are not appropriate for this final task. ☐

Oral presentations are not read-aloud versions of written presentations. Students may use graphic organizers or visuals to support their oral presentations. Student notes, captions, or PowerPoint serve only as prompts. ☐

Written presentations are not intended to be read aloud/ for oral presentation. ☐

Although grammatical accuracy and correct pronunciation play a greater role here than in the interpersonal task, communication remains the primary focus. ☐

For more information, read the American Council on the Teaching of Foreign Languages' Manual *Integrated Performance Assessment*.

Unit Understandings

Students will understand that

Understandings are insights into peoples, ideas, processes and situations that enable "transferability." p. 84

Chapter 4 of *Understanding by Design*

Unit Essential Questions

The **essential questions** are designed to focus on the big ideas of the unit. They are not answerable by a single response, but rather lead to inquiry and transfer by both the teacher and the student.

Chapter 5 of *Understanding by Design*

Please refer to *Unit Overview* on the State Department of Education Web site for all references to publications.

Students will know and be able to...

These are statements that describe what students will know and do in the unit. Each "know" statement is paired with a specific performance. They demonstrate this knowledge through the interim performance assessments and the unit integrated performance assessment.

UNIT PLAN FOR LATIN SELF-ASSESSMENT CHECKLIST

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of Unit = approximate hours of instruction

South Carolina Academic Standards for Modern or Classical Languages

List of all the indicators addressed in the unit.

UNIT SPECIFICATIONS

Lexical Content	Support Structures	Resources and Materials	Instructional Strategies	Interim Performance Assessments
<p>Vocabulary relevant to the Integrated Performance Assessment</p> <p><u>Self-Assessment Checklist</u></p> <p>If the sample units are used, the vocabulary list is listed in Latin. <input type="checkbox"/></p> <p>If the units are developed by the school, the vocabulary list may be in English or - Latin. <input type="checkbox"/></p>	<p>Grammatical items necessary to complete the performance tasks</p> <p><u>Self-Assessment Checklist</u></p> <p>If the units are developed by the school, the support structures are clearly listed. <input type="checkbox"/></p>	<p>Tools used for instruction such as authentic spoken or written texts, Web sites, video clips, visuals, etc.</p> <p><u>Self-Assessment Checklist</u></p> <p>Each item listed clearly states title, source and necessary identifying information. <input type="checkbox"/></p>	<p>Techniques or approaches that exemplify best practices that promote student success.</p> <p><u>Self-Assessment Checklist</u></p> <p>Each strategy listed describes teacher behaviors. <input type="checkbox"/></p>	<p>Periodic assessments that provide guided practice and lead students toward successful completion of the Integrated Performance Assessment</p> <p><u>Self-Assessment Checklist</u></p> <p>Each interim performance assessment listed is an incremental step towards 1 of the 2 IPA tasks of the unit:</p> <ul style="list-style-type: none"> - interpretive - presentational <input type="checkbox"/>

Include rubrics for the interpersonal and presentational tasks.
See sample units on the State Department of Education Web site.

Please Note: a fill-in Word version of the Unit Plan Template is posted under Assessment Resources.

UNIT ASSESSMENT EXPLANATION

Level _____

Unit Theme

Context for the Integrated Performance Assessment

Interpretive Task See description in the Unit Plan Assessment Checklist.
Include the **actual** assessment for the interpretive task,
not just a description.

Interpersonal Task See description in the Unit Plan Assessment Checklist.

Presentational Task See description in the Unit Plan Assessment Checklist.

Assessment Rubrics

All rubrics must be performance-based, and appropriate to the mode of communication and course level.

Interpretive Task

No rubric necessary

Interpersonal Task Rubric

	#	#	#	Add additional columns as needed
	Performance Descriptors			
Criterion 1	Describe the performance with specifics.	Describe the performance with specifics.		
Criterion 2	Describe the performance with specifics	Describe the performance with specifics		
Add additional criteria as needed				

Presentational Task Rubric

	#	#	#	Add additional columns as needed
	Performance Descriptors			
Criterion 1	Describe the performance with specifics	Describe the performance with specifics		
Criterion 2	Describe the performance with specifics	Describe the performance with specifics		
Add additional criteria as needed				

Please Note: a fill-in Word version of the Unit Assessment Template is posted under Assessment Resources.

STANDARDS-BASED LESSON SELF-ASSESSMENT EXPLANATION AND CHECKLIST

School Name _____
Teacher's Name _____

Level = Course Title

Unit = 1, 2, 3, etc.

Unit Theme = Unit Context

Duration of lesson _____ 50 minutes _____ 90 minutes _____ Other _____ minutes

Explain at what point in the unit this lesson takes place.

The lesson plan is completed in English.

Applicable Understandings

The applicable understandings for this lesson are copied from the *Unit Understandings* of the Unit Template.
Not all understandings must be covered in each lesson.

Applicable Essential Questions

The applicable essential questions for this lesson are copied from the *Unit Essential Questions* of the Unit Template.
Not all essential questions must be covered in each lesson.

SC Academic Standards for Modern and Classical Languages

The applicable indicators for this lesson are copied from the unit's ***SC Academic Standards for Modern and Classical Languages.***

Not all indicators must be covered in each lesson
Add rows as needed.

For each lesson segment the instructional strategy, teacher role, and student tasks are explained. ☐

For each lesson segment the appropriate focus is checked in the *Focus* column. ☐

STANDARDS-BASED LESSON PLAN SELF-ASSESSMENT CHECKLIST

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks	Materials and Resources	Focus
<p>Chronological order of lesson segments and the minutes allotted to each</p> <p><u>Self-Assessment Checklist</u> Each segment follows the sequence of events in the class with an approximation of time spent for each segment. <input type="checkbox"/></p>	<p>List of instructional strategies used in each segment</p> <p><u>Self-Assessment Checklist</u> Instructional strategies listed bona fide strategies that give a clear picture of how the teacher proceeds. <input type="checkbox"/></p>	<p>Description of the specifics of how the teacher implements the instructional strategies.</p> <p><u>Self-Assessment Checklist</u> Teacher explains how each strategy is implemented in this lesson by describing the teacher's role. <input type="checkbox"/></p>	<p>Explanation of what students are doing with the language such as pair work, interviews, viewing an authentic video clip, etc.</p> <p><u>Self-Assessment Checklist</u> Teacher explains what students do as the strategy is implemented. <input type="checkbox"/></p>	<p>Specific items that are necessary to carry out the lesson plan such as flash cards, maps, props, handouts, Web sites, etc.</p> <p><u>Self-Assessment Checklist</u> Teacher specifically lists all materials resources needed.</p>	<p>Each segment's focus is clearly labeled.</p> <p><u>Self-Assessment Checklist</u></p> <p>Communication</p> <p><input type="checkbox"/> interpretive <input type="checkbox"/> Interpersonal <input type="checkbox"/> presentational</p> <p>Culture</p> <p><input type="checkbox"/> product and its perspective <input type="checkbox"/> practice and its perspective</p> <p>Connections</p> <p><input type="checkbox"/> specify content area</p> <p>Comparisons</p> <p><input type="checkbox"/> language <input type="checkbox"/> culture</p>
Add rows as needed					<p>Communication</p> <p><input type="checkbox"/> interpretive <input type="checkbox"/> Interpersonal <input type="checkbox"/> presentational</p> <p>Culture</p> <p><input type="checkbox"/> product and its perspective <input type="checkbox"/> practice and its perspective</p> <p>Connections</p> <p><input type="checkbox"/> specify content area</p> <p>Comparisons</p> <p><input type="checkbox"/> language <input type="checkbox"/> culture</p>

STANDARDS-BASED LESSON PLAN SELF-ASSESSMENT CHECKLIST

Culture Triangle Application

Application of the Culture Triangle

Explain the relationship between the product [of the target culture](#) and its perspective and/or the practice [of the target culture](#) and its perspective as checked in the *Focus* column of the lesson segment above.

Self-Assessment Checklist

Each segment that incorporates the application of the culture triangle is labeled as either a product [of the target culture](#) and its perspective OR a practice [of the target culture](#) and its perspective. ☐

Please Note: a fill-in Word version of the Standards-Based Lesson Template is posted under Assessment Resources.

INTERIM PERFORMANCE ASSESSMENT SELF-ASSESSMENT CHECKLIST

School Name _____

Teacher's Name _____

Unit Theme = Unit Context

Level = Course Title

Interpersonal <input type="checkbox"/>	Presentational <input type="checkbox"/>
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Check the one mode of communication assessed in this interim performance assessment, not both.

Description of Assessment Task
<p>This interim performance assessment is an incremental step towards one of the three Integrated Performance tasks of the unit:</p> <ul style="list-style-type: none"> - interpersonal <input type="checkbox"/> - presentational <input type="checkbox"/> <p>Describe the assessment and what students are expected to do during the task. Explain how this task prepares students for the corresponding unit integrated performance assessment (interpersonal and presentational modes).</p> <p><u>Self-Assessment Checklist</u></p> <p>This interim performance assessment is one of the segments in the submitted lesson plan and labeled as such. <input type="checkbox"/></p>

Assessment Timeline
<p>Explain at what point in the unit the assessment takes place and approximately how long it takes.</p> <p>There is information about when the students will do the assessment in the course of the unit. <input type="checkbox"/></p> <p>The assessment's approximate length is stated. <input type="checkbox"/></p>

Evaluation Procedure
<p><u>For an Interpretive Task (Classical Languages Only)</u></p> <p>The description and exact source of the text, the questions and the scoring information have been submitted. <input type="checkbox"/></p> <p><u>For an Interpersonal Task (Modern Languages)</u></p> <p>The description of what students do and the accompanying performance-based rubric have been submitted. <input type="checkbox"/></p> <p><u>For a Presentational Task (Modern or Classical Languages)</u></p> <p>The description of what students do and the accompanying performance-based rubric have been submitted. <input type="checkbox"/></p>

Please note: a fill-in version of the Interim Performance Assessment Template is posted under Assessment Resources.

PROFESSIONAL DEVELOPMENT LOG SELF-ASSESSMENT CHECKLIST

School Name _____
Teacher's Name _____

Each modern and classical teacher must complete and submit this form.
Refer to the list of activities under Criterion 5.

Date	Event Title & Location	Description of topic (must be related to instruction and/or assessment)	Provider(Presenter or Facilitator)	Duration
	List exact title of the event.		List provider as SCDE, district, professional organization, etc. List the name of the presenter or facilitator.	

Total Time _____

Please Note: a fill-in Word version of the Professional Development Log Template is posted under Assessment Resources.

School Name _____
 Teacher's Name _____

TEACHER'S ASSURANCE FORM

Complete and submit to the facilitator. Include each Teacher's Assurance Form with all other school documentation.

Teacher's Last, First Name		
School	Language	Level
Name of Unit		
Teacher Signature		

Documentation for Criteria 1 and 2 will be included by the facilitator.

Criterion 3 Lesson Plans (2)	Check
My lesson plans are sequential and are related to one of the submitted curriculum units.	
I have checked that no other teacher has submitted plans for the same lesson.	
Modern Language Teachers Both of my lesson plans include student tasks in two of the three modes of communication: interpersonal, interpretive, and presentational.	
Classical Language Teachers My lesson plans include student tasks in the two modes of communication: interpretive and presentational.	
At least one of my lesson plans shows evidence of the culture triangle (product of the target culture and its perspective; and practice of the target culture and its perspective).	
Both of my lesson plans are related to one of the submitted curriculum units and at least one <ul style="list-style-type: none"> - shows either connections to other disciplines, acquiring information through the target language, or - comparisons of languages or cultures. 	
While my lesson plans may contain words or support structures in the target language(s), the explanations are in English.	

Criterion 4 Interim Performance Assessments (2)	Check
Both of my interim performance assessments correspond to the two submitted lesson plans that I have submitted. I understand that they will be evaluated side-by-side.	
I have checked that no other teacher has submitted the same interim performance assessments.	
My interim performance assessments are performance tasks that clearly prepare students for the unit performance assessment tasks.	
My interim performance assessments are consistent with the indicators of the 2006 <i>South Carolina Academic Standards for Modern and Classical Languages</i> .	
Modern Language Teachers My interim performance assessments reflect variety. I have included 2 interim performance assessments : one interpersonal and the other presentational. Each is accompanied by its corresponding performance-based rubric.	
Classical Language Teachers My interim performance assessments reflect variety. I have included 2 interim performance assessments : one interpretive and the other presentational. The presentational assessment is accompanied by its corresponding rubric	
While my interim performance assessments may contain words or support structures in the target language(s), the explanations are in English.	

Criterion 5 Professional Development	Check
My documentation for professional development reflects at least five hours of professional development specifically designed for modern and classical language teachers during the calendar year, February 1, 2010 –February 28, 2011 .	

Additional Information	Check
I have saved a copy of this completed checklist for myself and have given a copy to the facilitator of my school's program assessment .	

Please Note: a fill-in Word version of the Teacher Assurance Form is posted under Assessment Resources.

PRINCIPAL'S ASSURANCE FORM

I, _____, principal of _____ High School, hereby certify

- the attached list is a complete, accurate and up-to-date list of all teachers, full and part-time, teaching modern and classical language courses in the current school year.
- curriculum guides are submitted for each course in the published course catalog and/or program of studies.
- the written curriculum guides reflect the taught curriculum.
- the lesson plans and their corresponding interim performance assessments reflect actual classroom practices.
- the professional development logs submitted by each teacher are true and accurate.

Signature

PRINCIPAL'S ASSURANCE FORM

I, _____, principal of _____ **Ninth Grade Academy**
hereby certify

- the attached list is a complete, accurate and up-to-date list of all teachers, full and part-time, teaching modern and classical language courses in the current school year.
- curriculum guides are submitted for each course in the published course catalog and/or program of studies.
- the written curriculum guides reflect the taught curriculum
- the lesson plans and their corresponding interim performance assessments reflect actual classroom practices.
- the professional development logs submitted by each teacher are true and accurate.

Signature

Please Note: a fill-in Word version of the Principal's Assurance Form is posted under Assessment Resources.

FACILITATOR'S ASSURANCE FORM

Facilitator's Last, First Name
School
School BEDS Number MUST BE INCLUDED
E-mail
Facilitator Signature

Criterion 1 Opportunity to Study a Modern or Classical Language	Check
All documentation is submitted in electronic versions in dividers and folders as described on page 1.	
The optional hard copy and electronic submissions are identical.	
The section of the published school program of studies or program guide listing all modern and classical language courses is included.	
The section of the published school program of studies or program guide is clearly marked or highlighted to show that there is no prerequisite that excludes students from a level one modern or classical language course.	

Criterion 2 Curriculum Guides	Check
The curriculum guide for each level is aligned to the indicators of the 2006 <i>South Carolina Academic Standards for Modern and Classical Languages</i> .	
Curriculum guides include a cover page with an introduction that includes the school's program philosophy and how IPAs and interim performance assessments are integrated into grading periods.	
Curriculum guides include units of instruction for each course listed in the program guide.	
Units of instruction for each course include all elements of the unit template as defined in the <i>Unit Template Explanation</i> on the State Department of Education Web site, including authentic written and oral texts as well as the task itself.	

Units of instruction include the authentic listening or reading selection for the interpretive task.	
The unit specifications such as vocabulary, support structures, etc. of the unit template consistently support the integrated performance assessment tasks, the understandings and essential questions.	
While the units may contain words or support structures in the target language(s), the explanations are in English.	
Electronic copies of the curriculum for all courses, except Advanced Placement, are included on 3 CDs or flash drives.	
All units have accompanying performance-based rubrics appropriate to mode of communication and course level (see Unit Assessment).	

Criterion 3 Lesson Plans	Check
Each part-time and full-time teacher has submitted two lesson plans.	
All lesson plans are sequential and are related to one of the submitted curriculum units.	
No teachers have submitted plans for the same lesson.	
Modern Language Teachers Each set of lesson plans includes student tasks in two of the three modes of communication: interpersonal, interpretive, and presentational. The tasks are labeled in the appropriate section of the lesson plan.	
Classical Language Teachers Each set of lesson plans includes student tasks in the two modes of communication: interpretive and presentational. The tasks are labeled in the appropriate section of the lesson plan.	
Each set of lesson plans includes elements of the culture triangle (product of the target culture and its perspective, practices of the target culture and its perspective) in at least one of the two lessons. The elements of the culture triangle are labeled in the appropriate section of the lesson plan.	
Each set of lesson plans is related to one of the submitted curriculum units, and <ul style="list-style-type: none"> - shows either connections to other disciplines, acquiring information through the target language or, - comparisons of languages or cultures. 	

While the lesson plans may contain words or support structures in the target language(s), the explanations are in English.	
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Criterion 4 Interim Performance Assessments	Check
Each set of interim performance assessments corresponds to the set of submitted lesson plans. I understand that they will be evaluated side-by-side.	
No teachers have submitted the same interim performance assessments.	
All interim performance assessments are performance tasks that clearly prepare students for the unit performance assessment tasks.	
All interim performance assessments are consistent with the indicators of the 2006 <i>South Carolina Academic Standards for Modern and Classical Languages</i> .	
Modern Language Teachers Each set of interim performance assessments includes performance an interpersonal task and a presentational task accompanied by their corresponding performance-based rubrics.	
Classical Language Teachers Each set of interim performance assessments includes a presentational assessment accompanied by its corresponding performance-based rubric.	
While the interim performance assessments may contain words or support structures in the target language(s), the explanations are in English.	
All interim performance assessments reflect variety by including an interpersonal and presentational assessment.	
While the interim performance assessments may contain words or support structures in the target language(s), the explanations are in English.	

Criterion 5 Professional Development	Check
Each part-time and full-time teacher has submitted a log for professional development that reflects at least five hours of professional development specifically designed for modern and classical language teachers during the calendar year, February 1, 2010–February 28, 2011.	
I have checked that professional development submitted relates to <ul style="list-style-type: none"> - performance-based curriculum and assessment, - strategies for delivering performance-based instruction, - the use of the target language, - the use of authentic materials, or - the language proficiency of the language(s) taught. 	

Additional Documentation	Check
Signed Principal's Assurance Form If a ninth grade academy is housed on a separate campus, the principal of each campus has submitted a Principal's Assurance Form.	
I have included the original and a scanned copy of the Principal's Assurance Form.	
I have included a list of all part-time and full-time modern and classical language teachers and the courses they teach.	
I have included the Teacher's Assurance Form for each modern and classical teacher, arranged alphabetically.	
I have included the Facilitator's Assurance Form.	
I have retained a copy of the all the documentation submitted. I understand that no documentation will be returned.	
I have included 3 CDs or flashdrives with documentation for each criterion saved as: Criterion 1 Criterion 2 Criteria 3-4 Criterion 5 Assurance Forms	
I have checked that no documents are hand-written.	

I have used a mailing service with a tracking means that uses delivery confirmation.	
<p>I have mailed three CDs or flash drives no later than March 1, 2011 to</p> <p>Margaret Young High School Program Assessment Evaluation Coordinator 120 Live Oak Lane Barnwell, SC 29812</p>	

Please Note: a fill-in Word version of the Facilitator's Assurance Form is posted under Assessment Resources.

**PROGRAM ASSESSMENT
RESOURCES
FOR LANGUAGE TEACHERS**

**All Teaching and Learning Language Collaborative (TLLC) broadcasts listed below
are streamed at**

<http://www.knowitall.org/EducatorPlus/content/program.cfm?SeriesIDpassed=100>

**5-PART SERIES HIGH SCHOOL ASSESSMENT OF MODERN AND CLASSICAL
LANGUAGE PROGRAMS WORKSHOP
GENERAL INFORMATION**

<http://www.knowitall.org/EducatorPlus/content/SearchResults.cfm?searchword=module>

Module 1 Criteria 1 and 5: Access and Professional Development	Module 4 Lesson Plans
Module 2 Criterion 2, Part A Curriculum Unit Design	Module 5 Interim Performance Assessments
Module 3 Criterion 2, Part B Components of the Curricular Units	

CRITERION 2

What is Performance Assessment?	TLLC December 2006
Why are the 3 modes integral to the cycle of assessment?	TLLC February 2007
How do I use culturally authentic materials for instruction and assessment?	TLLC April 2007
Conversing with Latin Texts	TLLC March 2008
Authentic Materials Info	Under Assessment Resources SCDE Web
Authentic Materials: How to Find Them, How to Use Them	TLLC October 2009
Grading for Performance Series Part 1: From Testing to Assessing	TLLC November 2009
Grading for Performance Series Part 2: From Assessment to Feedback (Rubrics)	TLLC January
Grading for Performance Series Part 3: From Rubrics to Grades	TLLC February 2010

STANDARDS SUPPORT DOCUMENTS
Posted Under Support Documents

How Standards-Based is My Instruction?	Standards-Based Strategy 5: Information Gap Activities
Standards-Based Strategy 1: Language Ladders	Standards-Based Strategy 6: Graphic Organizers
Standards-Based Strategy 2: Gouin Series	Standards-Based Strategy 7: Questioning Techniques

CRITERION 3

Planning: Don't Teach a Lesson Without It!	TLLC April 2009
Culture: Don't Teach a Lesson Without It!	TLLC March 2009
Instructional Strategies that Support Performance-Based Language Instruction	TLLC October 2007
Differentiated Instruction Part 1	TLLC November 2007
Differentiated Instruction Part 2	TLLC December 2007
Differentiated Instruction Part 3	TLLC February 2008

CRITERION 4

Grading for Performance Series	TLLC November 2009, January – February 2010
Interim Performance Assessments: Don't Teach Without Them!	TLLC September 2009
Destination: Real Communication Part 1: Knowing What to Assess	TLLC November 2008
Destination: Real Communication Part 2: Knowing How to Assess	TLLC December 2008
Destination: Real Communication Part 3: From Performance to Grades	TLLC February 2009
What does transfer look like in assessment?	TLLC March 2007
Latin Writing in Assessment	TLLC April 2008

All Viewing Guides for broadcasts are posted at
http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/foreign_language/ProfessionalDevelopment.html